Emergency Evacuation Policy and Procedure

Heckington St. Andrew's C of E Primary School

Respect + Responsibility + Relationships + Resilience + Reverence
Five Rs = Ready for Life
"I have come that they may have life, and have it to the full." John 10:10

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V3

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1. Aims

- Evacuate buildings in less than 4 minutes;
- Account for all site users in less than 7 minutes;
- All members of staff are competent and confident to undertake their role;
- All children are confident of what to do when the emergency alarm sounds – whenever it sounds – normal lessons, break times, lunchtime, extra-curricular clubs, before registration in the morning;
- Evacuate in a way that is calm, purposeful and above all not alarming for children;
- Ensure all necessary procedures are in place to support the evacuation of users with additional needs so that they:
    - Leave the building efficiently and effectively;
    - Are confident with their personal evacuation plan and that they are capable of following it.

2. Evacuation Overview

2.1 Discovery

On discovering an issue that would require an evacuation, any building user is encouraged to activate the fire alarm by smashing the glass on the nearest fire activation point.

The alarm sound is a continuous bell in excess of 4 seconds.

In the event there was no need to activate the fire alarm, a review will be undertaken to establish whether there were reasonable grounds for activation e.g. saw smoke, smelt gas. In cases where the alarm has been set off mistakenly but reasonably, the action will be fully supported as it will be considered in the best interests of the school. However, where a senior leader believes the fire alarm has been set of unreasonably or recklessly, then a temporary exclusion of on less than four days will be likely. Other factors will be taken into account and this outcome may be increased or decreased based on previous or typical behaviour.

There are “Emergency Action” posters placed in key parts of the school building to guide all actions should there be an emergency (see Appendix 1).

2.2. Administrative Arrangements

Normal Daily Procedures:

- The administration team are responsible for creating an evacuation register at the earliest opportunity every morning. This should typically be complete by 9.30 a.m. This evacuation register is held on the clipboard in the school office.
- It is the responsibility of the class teacher to know how many pupils are in their class each day.
- In response to any children arriving or leaving during the school day, the administrative staff will record this in the record book in the office.
- If any child is sent home, the administration team will ensure that the class teacher is informed of this.

Procedures in the event of an emergency:

In the event of an emergency evacuation, the following will be undertaken:

Administration team:

- Check fire alarm has been triggered;
- Call 999 ensuring the school name, address and post code is given;
- Collect evacuation record, fire file (red box), children’s signing in and out book and the iPad with digigreet on.

- Check the staff room, PPA room, wave room and toilets along with the hall, kitchen and library to ensure they are clear.
- Proceed to the fire assembly point;
- Call the number of children in attendance to each class and the responsible adult will confirm that all are present;

Class Organisation:

On hearing the fire alarm:

- Line-up – 30 seconds estimate;
- An adult should ***follow*** the children out to ensure all children leave the classroom and ensure the external fire door is shut;
- Walk to the fire assembly point (top of the field) using the predetermined route wherever possible, although variable 2:00 mins estimate for most;
- Registration – once on the field, the adult responsible for the class should do a head count and raise their hand to indicate that they believe all their children are in line;
- A member of the office staff will call to them the number of children in attendance and the responsible adult will confirm that all are present.

Role of the sweepers:

- Sweeps of shared spaces will be made, ideally by support staff, before joining the whole school on the field:

Shared area	**Responsible member of staff**
Wave and PPA rooms / front-of-school toilets	Office staff
Hall, kitchen and library	Office staff / HT
KS2 cloakroom and toilets	Adult from Hazel class
Y5/6 break out space	Adult from Silver Birch class
Y3/4 wet areas, owl room and cloakroom	Adult from Chestnut class
KS1 cloakroom and toilets	Adult from Maple class
EYFS break out area and toilets	ADULT FROM EYFS CLASS

- Sweepers should check for children who are separated from their class and close all fire doors;
- If they find a child they will either direct the child to the nearest fire exit or escort them to their class's line (depending on the maturity of the child);
- If the child refuses to leave, the sweeper should 'positively handle' the child out of the building.

In the event that a sweeper is outside e.g. doing P.E. when the alarm is sounded, they should not enter the building in order to sweep. The partner class should cover their sweeping responsibilities

The number one rule for sweeping fire zones is that it should only be done if they believe it is safe for them to do so. If they believe they may be in danger, they should leave the building by the nearest fire exit and report the danger to the lead fire officer in the shortest possible time as this information will be used to:

- Direct emergency services to tackle the emergency;
- Concentrate any search for missing people in a high priority area.

In the event that a child is discovered missing:

- Wait for sweepers to come out.
- Alert the emergency services that a child is still inside the building.

All classes, children and staff are expected to be fully accounted for with the lead fire officer within 7 minutes.

2.3 Visitor Organisation

Visitors to the school must clearly understand which part/s of the building they will be working in; their allocated fire assembly point and a route they might use to get to the fire assembly point. It is the role of the office administrators to ensure that all visitors know what to do in the event of an emergency evacuation.

Visitors should have signed in using the electronic sign-in system, Digigreet. The office staff will know which visitors are on site during an emergency evacuation and so can ensure they are accounted for. Any missing visitors will be reported to emergency services upon their arrival.

The following are not considered to be visitors and will remain with their allocated classes:

- Supply teachers
- Student teachers
- Work Experience Students

It would be for the class teacher to check that their allocated students are with them – they should alert the fire officer where a student has not joined their class.

2.4 Use of fire extinguishers:

There are fire extinguishers on the school premises but these should only be used:

- By persons who have had fire extinguisher training;
- Are not involved in the evacuation;
- When the fire is minor and easy to extinguish;
- Knowing it is done at their own risk.

2.5 Fire Officer Arrangements:

The lead fire officer is expected to determine:

- a picture of people currently unaccounted for;
- areas checked and clear within the building;
- the area that caused the emergency evacuation initially in readiness to brief emergency officers.

In addition, the lead fire officer must:

- report on the details of the drill or actual incident. The lead fire officer will receive the fire folder from the school office administrators. The following information will be recorded electronically and circulated to governors and staff after each incident:
    - lead fire officer name
    - date
    - evacuation time/all accounted for time
    - response to: deliberate removal of child and blocking fire escapes
    - arising issues and action required to address them.

Typically, the lead fire officer will be the caretaker, but due to working patterns the head teacher, deputy head teacher and SENDCo (in order to leadership priority) will lead:

	Before 9.00 a.m.	9.00 a.m. – 3.30 p.m.	After 3.30 p.m.
Monday	Caretaker	Head Teacher	Head Teacher
Tuesday	Caretaker	Head Teacher	Head Teacher
Wednesday	Caretaker	Head Teacher	Head Teacher
Thursday	Caretaker	Head Teacher	Head Teacher
Friday	Caretaker	Head Teacher	Head Teacher
The following staff will take the lead in order if the above are absent or confined to other duties: Head Teacher and caretaker Assistant Head Teacher Member of senior leadership team			

Fire Marshal arrangements are flexible in view of the many different working patterns within the staffing structure. Class teachers take a lead in either undertaking the fire marshal duties or delegating the task to an appropriate member of staff at the time of the alarm. The following arrangements are in place to ensure a flexible yet robust fire marshal system is in place:

Shared area	**Responsible member of staff**
Wave and PPA rooms / front-of-school toilets	Office staff
Hall, kitchen and library	Office staff / HT
KS2 cloakroom and toilets	Adult from Hazel class
Y5/6 break out space	Adult from Silver Birch class
Y3/4 wet areas, owl room and cloakroom	Adult from Chestnut class
KS1 cloakroom and toilets	Adult from Maple class
EYFS break out area and toilets	ADULT FROM EYFS CLASS

3. Special Arrangements

3.1 Personal Emergency Evacuation Plans (Appendix 2)

These plans are created for any person that may not be able to leave the building efficiently or effectively during an emergency. By identifying potential frustrations and barriers ahead of time, the risk of any child or adult being trapped inside any part of the building is significantly reduced. These are vitally important documents and as such they must be reviewed regularly.

Any child requiring a PEEP will have the PEEP reviewed termly, usually as part of the ISP process. In the event a child requires a PEEP but is not registered on the SEND register, the SENDCo will still take a lead role in creating and reviewing it, i.e. temporary injury requiring wheelchair or crutches. Class teachers are responsible for recognising a child potentially requiring a PEEP, particularly following an injury, and referring this to the SEND team for creation.

Any member of staff is responsible for their own PEEP and making any changes they see fit as the need arises. As such, they must keep their PEEP as a live document and any changes or suggested changes must be communicate and agreed with their line manager. These changes must be communicated with the head teacher for review and final agreements. The personnel PEEP will be stored in the staff member's personnel file.

3.2 Lunchtime and Playtime

During either lunch or play time the emphasis initially will be on building clearance first and registration second. It is important that children are only in the building typically on supervised activities – this seeks to ensure the minimum number of children are in the building at lunchtime or playtime.

Children must only be in classrooms at lunch or playtime for the following reasons:

- Collecting coats (once have a coat outside it will remain outside until the end of lunch or break time);
- They are participating in known extra-curricular activity (this may include child-led clubs) or young leadership tasks e.g. librarian etc.;
- Class teacher supervised activities – e.g. work completion, tidying up.

Class teachers must ensure their children confidently understand these expectations and adhere to them.

Children should only be in corridors at lunchtime or playtime for the following reasons:

- Going to, with permission, or leaving the toilet;
- Collecting coats from cloakrooms;
- Participating in extra-curricular activities

On hearing the fire bell, **all adults** within the building take responsibility for directing and shepherding children out of the nearest fire exits. Children must be directed to proceed to their class fire assembly point.

All class teachers on site will make their way to their class fire assembly point in the shortest possible time.

3.3 PPA

Where a class teacher is undertaking PPA and the class is being led by other teaching staff, the following arrangements have been put in place:

- The main class teacher will seek to meet their own class at the designated fire assembly point and take responsibility at the earliest opportunity;
- The lead adult for the class for the session will follow and implement the “class organisation” procedures above until the designated class teacher for the particular class arrives;
- A formal handover must be given – i.e. where in the process they are – heads counted already etc. Once complete, the designated class teacher completes the process.

3.4 Individual and group learning outside of the classroom

Adult led groups or 1:1 activities outside of the main classroom base **must not** return to the classroom to start the fire procedures. They must guide all children out of the nearest fire exit leading them to their fire assembly points and following normal evacuation procedures from that point.

3.5 Peripatetic Music

Peripatetic music teamers are responsible for taking any child in their lesson to their fire assembly point.

3.6 Extra-curricular Evacuation including Before and After School Club

In the event of an emergency evacuation, the club or activity leader is responsible for collecting and taking the following to the fire assembly zone:

- Hard copy registers for the club or activity **(register must be taken at the beginning of the club)**

4. Silent Evacuation

In the event of an emergency where a silent evacuation is required, we have the following procedures in place:

- The code word will be “Windmill”
- Runners will be sent to the classrooms with a code word and a location (hall, playground or field).
- Teachers will manage the evacuation to ensure that it is done calmly and safely.
- A suitable location will be identified dependent upon the nature of the emergency.

- In the event of a total lockdown, the code “Windmill” will be used with “classroom” which means that children and staff should stay in their classrooms with the doors locked and blinds down.
- In the event of a silent emergency evacuation, the head teacher (or deputy in her absence) will contact the relevant emergency services.

5. Continuing Professional Development

All staff will discuss this policy and procedure, at least annually and it will form part of any induction of new staff. Any areas for improvement identified by any staff group will be considered by the caretaker on the extent to which they could reasonably be achieved with the finite resources available.

All staff should expect to participate in an emergency evacuation procedure keeping themselves and others safe. As such, all staff may need to undertake different roles at different times depending upon where they are in the building; the time of day; who they are with etc. Any member of staff may reasonably be asked to undertake a fire marshal duty or PEEP duty to help ensure the building is evacuated efficiently and effectively.

Given confidence levels vary widely between individual members of staff, it is for the individual member of staff to undertake the following:

- Read this policy in conjunction with the Emergency Evacuation Strategy;
- For any areas of uncertainty, speak initially with the caretaker who will:
  - Seek to provide an answer – or will take the matter away to agree with other appropriate adults;
  - Provide an answer of sufficient clarity within five working days;
  - If the issue or answer is not sufficiently clearly communicated within this policy then the policy will be updated accordingly.

As individuals raise issues with the caretaker, the head teacher will determine whether training is required for the individual, groups or whole staff. It is therefore incumbent upon each employee to contact the caretaker at the earliest possible opportunity if there is any uncertainty about their confidence in fulfilling the demands of this policy.

6. Inclusion and Equal Opportunities

Heckington St. Andrew’s C of E Primary School makes every effort to avoid discriminating against particular groups and/or individuals in the application of its policies and its procedures. Furthermore, it will seek to use all policies and procedures to effect a positive impact on equality and inclusion. To that end, an equality impact assessment has been undertaken on this policy in relation to three specific criteria – race & culture, SEN & disability and Gender. Please refer to the statement below to identify the assessed impact of the policy and then to the table to identify the specific procedures in place to reduce or remove the actual or potential inequality alongside the procedures identified to promote equality.
Impact Assessment:
This policy and its related procedures are judged as having some impact on addressing inequality and promoting equality.
Procedures and actions to tackle inequality and promote equality:

Procedure or action	Race, Religion & Culture	SEN & Disability	Gender
PEEPs are created and maintained to ensure that any person with a temporary or permanent disability may take the fullest part in school life and, in the event of an emergency, evacuate in an efficient, effective, dignified and above all, safe way.		√	

7. Monitoring

This policy will be reviewed by the head teacher annually.

At every review, the policy will be approved by the governing board.

8. Links with other policies

This health and safety policy links to the following policies:

- Health and Safety Policy
- Evacuation Procedure
- Fire Risk Assessment
- Accessibility plan

Appendix 1: Fire Posters

Emergency Action

If adult discovers a fire or other emergency needing evacuation e.g. gas leak:

- Evacuate – alert adjoining class to evacuate immediately.
- Either go to the nearest fire alarm call point in building or operate (whilst class evacuates) or delegate task.

If child

- **Get out** via nearest exit, **tell an adult** as soon as you can and set off the fire alarm at a call point if there is one where you exit. **Go to your fire assembly point.**

Fire Alarm Sound: The setting off of a call point or smoke triggering an automatic smoke detector will set the fire alarm off. This is a continuous ringing bell.

On hearing fire alarm:

- Alert children to evacuate rapidly and in silence
- Teacher to take the lead – children follow
- All use a safe designated route
- An adult should close the doors once all children are out

- Classes meet at the top of the playing field
- Classes line up in class order
- Teacher will take a head count
- Check head count matches register number
  If no – wait for sweepers to return and
  I. Establish which child is missing
  II. Inform emergency services upon arrival

On an evacuation **do not** stop to collect personal belongings. After a fire evacuation, **do not** re-enter any of the school buildings until told to do so by the school's lead fire officer.

Visitors must proceed out of the **nearest exit** and directly to the nearest fire assembly point (car park at the front of school or school field). Confirm with a member of the school office that you have evacuated and are safe. (Student teachers and work experience students remain with class).

Appendix 2: PEEP Form

It is the responsibility of the class teacher to ensure this document is completed and implemented accordingly – review is the responsibility of the SEND team.

In the case of any adult requiring a PEEP it is the responsibility of the adult themselves to complete, review and update – communicating the information to an appropriate person – line manager and head teacher.

PEEP For:			
Please list the PEEP users disability:			
Personal Emergency Evacuation Plan (PEEP) detailed checklist		**Yes**	**No**
1.	Is child capable of understanding emergency procedures – if yes go to Q2, if no, the child must have a designated member of staff available at all times to take the lead in an evacuation.		
2.	Have the general emergency procedures been explained to the child?		
3.	Could the child raise the alarm if you discovered a fire (operate a call point)?		
4.	Does the child use a wheelchair?		
5.	If so, what is the approximate width of the wheelchair?		cm
6.	If child uses another type of aid (crutches, walker, hearing aid etc.) please list the details:-		
7.	If child needs an assistant, list their name to assist in emergency evacuation: Primary person: Secondary:		
8.	List any potential barriers that would prevent or impede you using any of the fire escape routes servings the areas you will be using such as:		
9.	Further measures to aid child's evacuation?	Action Required	
10.	For the area(s) the PEEP user will occupy, please list the room/s and their evacuation timef rom their occupation place to the assembly area:- Note: this can also be tested on fire drills.		

	Name	**Date**
Assessor Name		
PEEP User Name		
PEEP 1:1 Workers		

Appendix 3: Emergency Procedure for outside hirers

Core Expectations

- There must be a responsible person in charge of the activity;
- This person will be the co-ordinator in the event of an emergency.
- There must be another person appointed to sweep the zones on the building used (or passed through) by the group.
- A further marshal must be appointed to assist in the event of an emergency for groups up to 25 in number (three adults is the minimum emergency fire arrangements).
- For each additional 25 persons present, an additional marshal must be appointed.
- Personal Emergency Evacuation Procedures are created for any person that may not be able to leave the building efficiently or effectively during an emergency.

On the first visit by the hirer, the responsible person of the activity should be shown the location of fire extinguishers, evacuation routes, set off devices, evacuation exits, outside routes and the emergency assembly area by the school.

The hirer will be given a hard copy of the Emergency Evacuation Policy and Procedure.

On each visit, it is the responsibility of the responsible person to ensure:

- All evacuation routes are unobstructed
- All escape doors leading from the activity area can be easily opened.

The responsible person shall report any concerns back to the caretaker or the main contact during the letting at the time. If no one is available and there is a serious concern, such as a locked fire door, careful consideration should be given to stopping the activity take place – a full refund will be given in such instances.

Any changes to fire devices and/or fire escape routes must be informed to the responsible person before the activity takes place along with alternative arrangements.

The responsible person must be aware of persons present in their activity. An attendance sheet must be used.

Note: the activity should not involve potentially hazardous materials. Any questions on possible hazards please contact the caretaker of the school before the activity starts.

Procedures in the event of a fire

On discovering an issue that would require evacuation, any building user is encouraged to activate the fire alarm by smashing the glass on the nearest fire activation point.

The alarm sound is a continuous bell in excess of 4 seconds.

In the event there was no need to activate the alarm a review will be undertaken to establish whether there were reasonable grounds for its activation, i.e. saw smoke, smelt gas. In cases where the alarm has been set off mistakenly but reasonably, the action will be fully supported as it will be considered in the best interests of the school. However, where a senior leader believes the fire alarm has been set off unreasonably or recklessly, then the hirer (responsible person) and all members of the group will not be permitted t use the premises again (unless they are children on roll at school in which case action will be taken in line with the school Behaviour and Relationships Policy).

On activation of the fire alarm, the responsible person is to start the evacuation using the nearest safe exit (or multi-exits for large groups). It is expected that the hirer will:

- Evacuate buildings in less than 4 minutes;
- Account for all site users in less than 7 minutes.

The assembly area will be the top of the school playing field as detailed in the Emergency Evacuation Policy and Procedure.

The responsible person is expected to be the lead fire marshal with at least two others appointed as fire marshals. Hirers are expected to follow the guidelines for fir zones and fire marshal arrangement in the Emergency Evacuation Policy and Procedure.

If there are school staff present in an emergency, they should contact the emergency services. If there are no school staff present, after the evacuation, the responsible person should arrange for the emergency services to be contacted as soon as possible. If a mobile phone is available, this could be used at the assembly area or a person could be tasked to sue the nearest safe telephone.

In an incident when the emergency services attend, the responsible person is to meet them as they arrive. This can be jointly with a member of school staff if any are present. Here information should be given to the emergency services regarding location of fire persons accounted for or persons missing and likely places they may be. If there is any further information that could be useful, this should also be given.

I, as the nominated responsible person of the activity, have understood the above and will comply with all relevant requirements:

Signed:		Date:	
Name:			
Tel No:			
Organisation:			

Appendix 4: Fire Checks

Weekly checks undertaken by the caretaker:

SUBJECT/POTENTIAL HAZARD	Satisfactory YES/NO/N/A	Date Completed	Actions required / completed Comments and Notes
Fire (Monday) Are all fire and emergency exits unobstructed? Are all final exit doors easily openable? Fire alarm test undertaken and logged? Do all fire doors unlock on fire alarm? Is Electrical cupboard free from combustible materials?			
Portable electric appliances (Tuesday) Checked that sockets are not overloaded? (The basic rule is "one plug: one socket") Note any other hazards/issues here (damage, trailing cables etc.)?			

Monthly checks undertaken by the caretaker:

SUBJECT/POTENTIAL HAZARD	Satisfactory YES/NO/N.A.	Actions required / completed Comments and Notes
Fire Are all extinguishers in position and at the correct pressure and undamaged, and check logged in file? Monthly Emergency Lighting checks undertaken and logged? Note any other hazards/issues here Electronic security locks check? Fire alarm check?		

Termly checks undertaken by the caretaker:

Are fire signs clearly indicating exit routes? Are Fire evacuation notices on display in each room and filled-in? Do fire doors close fully and flush with the frame?		

Appendix 5: Fire Drill Record Sheet

Fire Drill Record Sheet **This sheet must be completed and presented to the head teacher fully complete, for school records within one working day of any fire drill.**			
Date & Time	*Session (lessons, play, lunch)*	*Clear building time*	*All accounted for time*
Commentary			

Areas for Improvement	**Action to be taken**	**Action to be completed by**

Appendix 6: False Alarm Record Sheet

Fire Drill Record Sheet – False Alarm **This sheet must be completed and presented to the head teacher fully complete, for school records within one working day of any false alarm.**			
Date & Time	*Session (lessons, play, lunch)*	*Clear building time*	*All accounted for time*
Commentary			
Location of False Alarm: *Caused by:*			
Recommendations			